



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5040 S. Price Road, Tempe, AZ 85282

Montezuma Public Charter Middle School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Abelardo Mario Batista III
 Schedule : 07:00 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 45
 Web Address : www.leonagroup.com
 Phone Number : (480) 831-6057
 Fax Number : (480) 831-6095
 E-mail : abelardo.batista@leonagroup.com

Mission

We envision our school as a community of learners where faculty, parents, and business partners work together to provide students with a strong foundation for academic and social success. We serve all students in a safe and positively disciplined environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All teachers will teach to the Arizona Academic Standards. Students will specifically associate the standards with learning objectives in preparation for AIMS.
- ü An increase of one normal curve equivalent in two years on TerraNova and AIMS in reading, math, and language arts.

Enrollment

October 1, 2004 School Year Student Enrollment : 55
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Ü Positive Behavior Support Program (PBS)
- Ü Boys and Girls Club Membership
- Ü Special Education Services
- Ü ELL Program
- Ü At-Risk Programs
- Ü Gifted Courses

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/20/2006

Shared Responsibilities

School

Parents will receive four end of quarter report cards. Teachers provide a grade printout for students weekly. Parents of absent students are notified by telephone. The school provides a clean, safe learning environment.

Parents

Parents attend an orientation with students before starting school. Parents communicate and support with student discipline, attendance and other timely issues. Parents participate in problem-solving processes related to the student.

Transportation Policy

Parents may drive students to school. Students who need public transportation are issued bus passes at no cost to the student. A bus book is available in the school office.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	35	78250	95	97	99	497	497	548	55	55	21	35	35	18	10	10	48	0	0	13
All Students (Prior Year)	19	19	75001	86	86	99	416	416	468	84	84	37	16	16	36	0	0	16	0	0	10
Female	13	13	38071	93	93	99	519	519	549	25	25	20	50	50	19	25	25	49	0	0	12
Male	22	22	40126	96	100	99	483	483	547	75	75	23	25	25	17	0	0	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	14	14	29129	88	93	99	506	506	527	44	44	32	44	44	23	11	11	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	32	32	68996	91	94	99	503	503	561	50	50	16	39	39	18	11	11	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	16	33388	59	62	94	494	494	530	60	60	32	27	27	22	13	13	40	0	0	5
Non-Economically Disadvantaged	19	19	44937	100	100	100	506	506	561	40	40	13	60	60	15	0	0	54	0	0	18

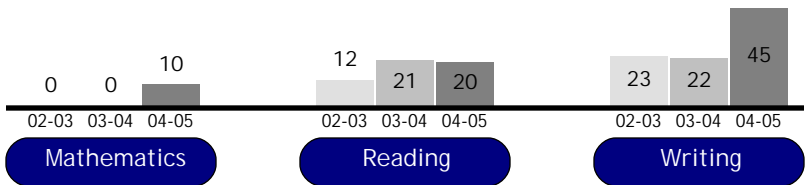
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	35	78302	95	0	99	477	477	512	10	10	11	70	70	25	20	20	57	0	0	7
All Students (Prior Year)	19	19	74918	86	86	99	459	459	497	58	58	32	21	21	19	21	21	35	0	0	15
Female	13	13	38082	93	0	99	490	490	518	0	0	8	50	50	24	50	50	61	0	0	7
Male	22	22	40166	96	0	99	468	468	507	17	17	14	83	83	26	0	0	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	14	14	29152	88	0	99	479	479	492	0	0	17	78	78	34	22	22	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	32	32	69024	91	0	99	481	481	524	6	6	7	72	72	23	22	22	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	16	16	33398	59	0	94	472	472	495	13	13	18	80	80	35	7	7	46	0	0	2
Non-Economically Disadvantaged	19	19	44979	100	0	100	491	491	525	0	0	6	40	40	18	60	60	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	78094	97	100	99	487	487	545	5	5	3	50	50	18	45	45	77	0	0	2
All Students (Prior Year)	18	18	74503	82	82	99	417	417	491	28	28	9	50	50	32	22	22	51	0	0	8
Female	13	13	38025	93	93	99	537	537	558	0	0	2	25	25	13	75	75	82	0	0	2
Male	23	23	40013	100	100	99	453	453	534	8	8	5	67	67	23	25	25	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	14	14	29068	88	93	99	515	515	523	0	0	5	44	44	27	56	56	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	33	33	68892	94	97	98	493	493	559	6	6	2	44	44	14	50	50	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	16	33296	59	62	94	475	475	527	7	7	5	53	53	27	40	40	67	0	0	0
Non-Economically Disadvantaged	20	20	44871	100	100	100	522	522	559	0	0	2	40	40	12	60	60	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	--	53	NC	NC	NC	56	NC	NC	NC	51
	Language	NC	NC	--	45	NC	NC	NC	48	NC	NC	NC	47
	Mathematics	NC	NC	--	62	NC	NC	NC	66	NC	NC	NC	52
7	Reading	71	41	--	51	63	11	NA	54	94	41	41	50
	Language	93	27	--	54	63	9	9	58	94	37	37	52
	Mathematics	100	35	--	58	63	17	17	62	94	39	39	50
8	Reading	88	17	--	53	48	31	NA	55	95	29	29	51
	Language	100	3	--	49	52	21	21	52	95	25	25	50
	Mathematics	100	13	--	58	52	22	22	61	95	24	24	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Montezuma Middle School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety
- Ü Community Involvement
- Ü Parent/Educator Relations
- Ü School Improvement Plan
- Ü Student Discipline
- Ü Promotion/Retention Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	2
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Fitness Room
- Ü Boy's and Girl's Club

Extracurricular Activities

- Ü Art Classes
- Ü Life Skills Courses
- Ü Boys and Girls Club
- Ü Health Courses
- Ü Physical Education Programs
- Ü "i CAN" Academy

Social Services

- Ü Arizona Behavioral Initiative Project
- Ü Positive Behavior Supports System
- Ü Boys and Girls Club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Montezuma Middle School held our third annual formal sit-down Family Dinner for all students and families in May of 2005. Achievement and citizenship recognition was given with plaques and awards for students.
- ü Montezuma Middle School nearly doubled enrollment in it's first year. More families have chosen Montezuma for its personalized attention with both academics and social needs.
- ü Last year Montezuma Middle School held it's first annual spelling bee. All students participated and the winner received a trophy, gift card, movie tickets and a dictionary.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	86	95	94	95
Transfers Out Rates ⁵	42	12	12	17
Transfers In Rate ⁶	181	28	28	37
Stability Rate ⁷	57	87	87	82
Promotion Rate ⁸	80	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	11	0	1	6
Status Unknown ¹¹	11	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Montezuma Middle School has implemented a Positive Behavior Supports System. This teaches students the correct way to behave in school and out. This program also recognizes positive student behavior, and rewards students for it. Additionally, Montezuma does have a positive discipline practice with the focus on the positive interactions rather than the negative. This program will increase academic performance and on task time, while promoting good social interactions.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Abelardo Batista	(480) 831-6057
Transportation Policy	Leticia Tovar	(480) 831-6057
Community Resources	Tiffani Motley	(480) 831-6057
School Nutrition Programs	Wafa' Safi-Hassan	(480) 831-6057
Parent Organization	Wafa' Safi-Hassan	(480) 831-6057
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 45 Copies = \$17.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.